

APPENDIX C

OBSERVATION INSTRUMENTS

The Center for Research in Educational Policy (CREP) at The University of Memphis allows the Tennessee Department of Education to reproduce the following documents as needed in conjunction with publication of the Tennessee Technology Literacy Challenge Fund Evaluation Report.

School Climate Inventory (SCI)

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DIRECTIONS

- USE A NO. 2 PENCIL OR BLACK OR BLUE PEN
- MAKE DARK MARKS
- ERASE COMPLETELY TO CHANGE
- EX: (A) (B) (C) (D) (E)

Indicate the extent to which you agree with each of the following items as they are currently reflected in your school.

If you have no basis on which to respond, leave the item blank.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	SA	A	N	D	SD
1. The faculty and staff share a sense of commitment to the school goals.					
2. Low achieving students are given opportunity for success in this school.					
3. School rules and expectations are clearly defined, stated, and communicated.					
4. Teachers use a variety of teaching strategies or models.					
5. Community businesses are active in this school.					
6. Students are encouraged to help others with problems.					
7. Faculty and staff feel that they make important contributions in this school.					
8. The administration communicates the belief that all students can learn.					
9. Varied learning environments are provided to accommodate diverse teaching and learning styles.					
10. The school building is neat, bright, clean, and comfortable.					
11. Parents are involved in a home and school support network.					
12. Parents are treated courteously when they call or visit the school.					
13. Rules for student behavior are consistently enforced.					
14. School employees and students show respect for each other's individual differences.					
15. Teachers sequence learning activities so that students can experience success at each step.					
16. Teachers are encouraged to communicate concerns, questions, and constructive ideas.					
17. Students share the responsibility for keeping the school environment attractive and clean.					
18. Parents are invited to serve on school advisory committees.					
19. Parent volunteers are used wherever possible.					
20. The administration encourages teachers to be creative and to try new methods.					
21. Students are held responsible for their actions.					
22. Many students are not expected to master basic skills at each grade level.					
23. Student discipline is administered fairly and appropriately.					
24. Teachers provide opportunities for students to develop higher-order skills.					
25. Student misbehavior in this school interferes with teaching.					
26. Students participate in solving the problems of the school.					
27. Many students do not participate in classroom and school activities because of their sex, race, religion, socioeconomic status, or academic ability.					
28. Faculty and staff cooperate a great deal in trying to achieve school goals.					
29. An atmosphere of trust exists among the administration, faculty, staff, students, and parents.					
30. Student tardiness and absence from school is a major problem.					
31. Teachers do not participate enough in decision making.					
32. Information about school activities is communicated to parents on a consistent basis.					
33. Curriculum guides insure that teachers cover similar subject content within each grade level.					
34. The principal provides useful feedback on staff performance.					
35. Teachers use appropriate evaluation methods to determine student achievement.					
36. The administrative staff does not do enough to protect instructional time.					
37. Parents are often invited to visit classrooms.					
38. Teachers are proud of this school and its students.					
39. The school is a safe and secure place in which to work.					
40. Most problems facing this school can be solved by the principal and faculty.					
41. Pull out programs often disrupt and interfere with basic skills instruction.					
42. The principal is an effective instructional leader.					
43. Teachers have high expectations for all students.					
44. Teachers, administrators, and parents assume joint responsibility for student discipline.					
45. The goals of this school are reviewed and updated regularly.					
46. Student behavior is generally positive in this school.					
47. The principal is highly visible throughout the school.					
48. Teachers use a wide range of teaching materials and media.					
49. People in this school really care about each other.					

TODAY'S DATE		
MONTH	DAY	YEAR
<input type="radio"/> JAN	<input type="radio"/> FEB	<input type="radio"/> 01
<input type="radio"/> MAR	<input type="radio"/> APR	<input type="radio"/> 02
<input type="radio"/> MAY	<input type="radio"/> JUN	<input type="radio"/> 03
<input type="radio"/> JUL	<input type="radio"/> AUG	<input type="radio"/> 04
<input type="radio"/> SEP	<input type="radio"/> OCT	<input type="radio"/> 05
<input type="radio"/> NOV	<input type="radio"/> DEC	<input type="radio"/> 06
<input type="radio"/> 07	<input type="radio"/> 08	<input type="radio"/> 09
<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12
<input type="radio"/> 13	<input type="radio"/> 14	<input type="radio"/> 15
<input type="radio"/> 16	<input type="radio"/> 17	<input type="radio"/> 18
<input type="radio"/> 19	<input type="radio"/> 20	<input type="radio"/> 21
<input type="radio"/> 22	<input type="radio"/> 23	<input type="radio"/> 24
<input type="radio"/> 25	<input type="radio"/> 26	<input type="radio"/> 27
<input type="radio"/> 28	<input type="radio"/> 29	<input type="radio"/> 30
<input type="radio"/> 31	<input type="radio"/> 32	<input type="radio"/> 33

SCHOOL LEVEL
<input type="radio"/> Elementary
<input type="radio"/> Middle School
<input type="radio"/> Junior High School
<input type="radio"/> Senior High School
<input type="radio"/> KK-8
<input type="radio"/> KK-12
<input type="radio"/> 7-12
<input type="radio"/> Other

YOUR POSITION
<input type="radio"/> Administrator
<input type="radio"/> Teacher
<input type="radio"/> Counselor
<input type="radio"/> Librarian
<input type="radio"/> Student of Intern Teacher
<input type="radio"/> Teacher's Assistant
<input type="radio"/> Other

How many years of experience do you have as a school employee (teacher, administrator, support staff, etc)?

☐ 5 years or less ☐ 11-15 years ☐ More than 20 years

☐ 6-10 years ☐ 16-20 years

How many years of experience do you have as employee in this school?

☐ Less than one year ☐ 6-10 years ☐ More than 15 years

☐ 1-5 years ☐ 11-15 years

What is the highest level of education you have completed?

☐ High School diploma or less ☐ Masters Degree

☐ Associate Degree or some college credit ☐ Degree beyond Masters

☐ Bachelors Degree

Which best describes you?

☐ Asian or Pacific Islander ☐ Hispanic, regardless of race

☐ American Indian or Alaskan Native ☐ White, not of Hispanic origin

☐ Black, not of Hispanic origin

What is your age group?

☐ 29 years or less ☐ 40-49 years ☐ 60 years or older

☐ 30-39 years ☐ 50-59 years

What is your gender?

☐ Male ☐ Female

SCHOOL NAME																									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
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P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
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W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

DISTRICT NAME																									
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
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W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
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Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

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School Observation Measure (SOM[®]) Data Summary

developed by
Center for Research in Educational Policy
The University of Memphis

School Name _____ Observer Name: _____

Date of Observation: _____ SOM # _____ Observer Role/Affiliation: _____

Number of classroom observations comprising this SOM. _____

Directions: Use your class-specific notes to reflect upon the extent to which each of the following is present in the school:

Instructional Orientation

	0 - Not observed	1 - Rarely	2 - Occasionally	3 - Frequently	4 - Extensively
Direct instruction (lecture)	0	1	2	3	4
Team teaching	0	1	2	3	4
Cooperative/collaborative learning	0	1	2	3	4
Individual tutoring (teacher, peer, aide, adult volunteer)	0	1	2	3	4

Classroom Organization

	0	1	2	3	4
Ability groups	0	1	2	3	4
Multi-age grouping	0	1	2	3	4
Work centers (for individuals or groups)	0	1	2	3	4

Instructional Strategies

	0	1	2	3	4
Higher level instructional feedback (written or verbal) to enhance student learning	0	1	2	3	4
Integration of subject areas (interdisciplinary/thematic units)	0	1	2	3	4
Project-based learning	0	1	2	3	4
Use of higher-level questioning strategies	0	1	2	3	4
Teacher acting as a coach/facilitator	0	1	2	3	4
Parent/community involvement in learning activities	0	1	2	3	4

Student Activities

	0	1	2	3	4
Independent seatwork (self-paced worksheets, individual assignments)	0	1	2	3	4
Experiential, hands-on learning	0	1	2	3	4
Systematic individual instruction (differential assignments geared to individual needs)	0	1	2	3	4
Sustained writing/composition (self-selected or teacher-generated topics)	0	1	2	3	4
Sustained reading	0	1	2	3	4
Independent inquiry/research on the part of students	0	1	2	3	4
Student discussion	0	1	2	3	4

Technology Use

	0	1	2	3	4
Computer for instructional delivery (e.g. CAI, drill & practice)	0	1	2	3	4
Technology as a learning tool or resource (e.g. Internet research, spreadsheet or database creation, multi-media, CD Rom, Laser disk)	0	1	2	3	4

Assessment

	0	1	2	3	4
Performance assessment strategies	0	1	2	3	4
Student self-assessment (portfolios, individual record books)	0	1	2	3	4

Summary Items

	1=Low, 2=Moderate, 3=High
Academically focused class time	1 2 3
Level of student attention/interest/engagement	1 2 3

Rubric for SOM Scoring

- (0) Not Observed: Strategy was never observed.
- (1) Rarely: Observed in only one or two classes. Receives isolated use and/or little time in classes. Clearly not a prevalent/emphasized component of teaching and learning across classes.
- (2) Occasionally: Observed in some classes. Receives minimal or modest time or emphasis in classes. Not a prevalent/emphasized component of teaching and learning across classes.
- (3) Frequently: Observed in many but not all classes. Receives substantive time or emphasis in classes. A prevalent component of teaching and learning across classes.
- (4) Extensively: Observed in most or all classes. Receives substantive time and/or emphasis in classes. A highly prevalent component of teaching and learning across classes.

Expanded Rubric

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School name _____ Observer Name _____ Date of Observation _____

Extension of SOM# _____ ID# _____

Please use the following rubric to record your observations of the identified strategies. Use your SOM Notes forms as a reference to complete items 1-6, and SCU for item 7. Complete *one rubric per classroom* observed. *Circle* appropriate category for each area. For each item, indicate if technology was used to support the activity, and if technology was used, briefly describe how it was used. Use back of rubric if needed.

Correlate with SOM items

1. Cooperative Learning:

0	1	2	3	4
Not Observed	limited interaction generally focused on independent work, involving little communication, and low-level thinking			interactions required use of critical thinking skills and mutual articulation and support of ideas

Was technology used to support this activity: ___ Yes ___ No If yes, please use the space below to briefly describe how technology was used:

2. Project-Based Learning

0	1	2	3	4
Not Observed	project activities required a low level of student engagement and mostly involved fact-based information			project activities were engaging, student-centered, and involved students in solving complex problems

Was technology used to support this activity: ___ Yes ___ No If yes, please use the space below to briefly describe how technology was used:

3. Higher-Level Questioning Strategies

0	1	2	3	4
Not Observed	teacher questions were simplistic in nature, for example describing the context of an event from a story			teacher questions involved analysis or analogies representing a synthesis of concepts; teacher elicited multiple students' thoughts about the question (so as to build knowledge)

Was technology used to support this activity: ___ Yes ___ No If yes, please use the space below to briefly describe how technology was used:

4. Experiential Hands-on Learning

0	1	2	3	4
Not Observed	student activities involved limited and ineffectual use of manipulatives			student activities involved extensive and effective use of manipulatives or hands-on experiences – engaged students in sense-making

Was technology used to support this activity: ___ Yes ___ No If yes, please use the space below to briefly describe how technology was used:

5. Independent Inquiry/Research

0	1	2	3	4
Not Observed	student activities involved finding factual information			student activities involved research design, execution, and interpretation of results

Was technology used to support this activity: ___ Yes ___ No If yes, please use the space below to briefly describe how technology was used:

6. Student Discussion

0	1	2	3	4
Not Observed	student discussion primarily involved factual information, e.g., Tell me about your summer vacation. How did the story end?			students responded to and built on one another's ideas; discussion involved analysis and conjecture regarding complex concepts, e.g., What do we know about planets that must be considered in launching a rocket to Mars?

Was technology used to support this activity: ___ Yes ___ No If yes, please use the space below to briefly describe how technology was used:

Correlate with SCU:

Production Tools and/or Internet/Research Tools used by Students

7. Students as Producers of Knowledge

0	1	2	3	4
Not Observed	students use of electronic tools (such as telecommunications, databases, spreadsheets, word processing, and/or multimedia), Internet and/or CD resources, and research skills were very limited, teacher-directed, and focused toward recording/reporting factual information			students used appropriate electronic tools (such as telecommunications, databases, spreadsheets, word processing, and/or multimedia), Internet and/or CD resources, and research skills in self-directed activities to create new knowledge

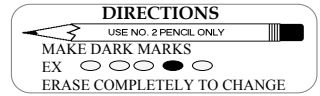
Was technology used to support this activity: ___ Yes ___ No If yes, please use the space below to briefly describe how technology was used:

Survey of Computer Use: Data Summary Form

D.L. Lowther & S.M. Ross

















































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School Name _____ Observer Name _____ Date _____




















Notes _____

Number of classrooms visited	               	Number of classrooms without computers in use	               	Number of observations comprising this summary	               
------------------------------	--	---	--	--	--

Computer Capacity and Currency

Computer Capacity and Currency	(None)	(Few)	(Some)	(Most)	(All)
Classrooms with only 1 computer					
Classrooms with 2 - 4 computers					
Classrooms with 5 or more computers					
Computers that were outdated and limited in capacity					
Computers that were aging but adequate					
Computers that were up-to-date					
Computers with Internet access					

Extent of Computer Use

Extent of Computer Use					
Computers used by nearly all (91-100%) students					
Computers used by most (about 51-90%) students					
Computers used by some (about 10-50%) students					
Computers used by few (less than 10%) students					

Subject Areas of Computer Activities

(NOTE: Check ALL subject areas observed for each type of tool/software)

[illegible]

RUBRIC FOR ALL ITEMS ON PAGE 2

Directions: Use the following rubric to rate how often the following were observed during STUDENT use of computers.

- | | |
|-------------------------|---|
| (0) Not Observed | Never seen during observation. |
| (1) Rarely | Observed in only one or two classes that had students using computers. |
| (2) Occasionally | Observed in some classes that had students using computers. |
| (3) Frequently | Observed in many but not all classes that had students using computers. |
| (4) Extensively | Observed in most or all classes that had students using computers. |

Survey of Computer Use: Data Summary Form

(Continuation)

0=Not Observed; 1=Rarely; 2=Occasionally; 3=Frequently; 4=Extensively

STUDENT USE OF COMPUTERS

Computer Configuration

Students worked alone at the computer	d	d	d	d	d
Students worked in pairs at the computer	d	d	d	d	d
Students worked in small groups at the computer	d	d	d	d	d
Students were computer literate (e.g., easily used software features/menus, saved or printed documents)	d	d	d	d	d
Students easily used the keyboard to enter text or numerical information	d	d	d	d	d

Production Tools Used by Students

Word Processing	d	d	d	d	d
Database	d	d	d	d	d
Spreadsheet	d	d	d	d	d
Draw/Paint/Graphics	d	d	d	d	d
Presentation (e.g., MS PowerPoint TM)	d	d	d	d	d
Authoring (e.g., HyperStudio TM)	d	d	d	d	d
Concept Mapping (e.g., Inspiration TM)	d	d	d	d	d
Planning (e.g., MS Project TM)	d	d	d	d	d

Internet/Research Tools Used by Students

Internet Browser (e.g., Netscape TM)	d	d	d	d	d
CD Reference (encyclopedias, etc.)	d	d	d	d	d
Communications (e.g., email, list serves, chat rooms)	d	d	d	d	d

Educational Software Used by Students

Drill/Practice/Tutorial	d	d	d	d	d
Problem Solving (Oregon Trail TM , SimCity TM , etc.)	d	d	d	d	d
Process Tools (Geometer's Sketchpad TM , Author's Toolkit TM , etc.)	d	d	d	d	d

OVERALL MEANINGFUL USE OF COMPUTERS

- | | | | | | |
|---|---|---|---|---|---|
| (1) Low level use of computers: activities in general required no critical thinking, e.g., used computer applications for copying text or free-time drawing, or used educational software for drill and practice, tutorials, or games. | d | d | d | d | d |
| (2) Somewhat meaningful use of computers: activities in general required very little problem-solving or critical thinking and used computer applications or educational software in a limited manner. | d | d | d | d | d |
| (3) Meaningful use of computers: activities were problem-based, required some critical thinking skills, and some use of computer applications to locate and/or process information or some manipulation of educational software variables to reach solutions. | d | d | d | d | d |
| (4) Very meaningful use of computers: activities were based on meaningful problems, required critical thinking skills, and appropriate use of computer applications to locate and/or process information or manipulation of educational software variables to reach solutions. | d | d | d | d | d |

TEACHER TECHNOLOGY QUESTIONNAIRE

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Directions: Indicate the extent to which you agree with each of the following items.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Most of our school computers are kept in good working condition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can readily obtain answers to technology-related questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The use of computers has increased the level of student interaction and/or collaboration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Parents and community members support our school's emphasis on technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I know how to meaningfully integrate technology into lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. My students have adequate access to up-to-date technology resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Materials (e.g., software, printer supplies) for classroom use of computers are readily available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The integration of technology has positively impacted student learning and achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I am able to align technology use with my district's standards-based curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Most of my students can capably use computers at an age-appropriate level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I have received adequate training to incorporate technology into my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. My computer skills are adequate to conduct classes that have students using technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teachers receive adequate administrative support to integrate technology into classroom practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. My teaching is more student-centered when technology is integrated into the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Our school has a well-developed technology plan that guides all technology integration efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I routinely integrate the use of technology into my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Teachers in this school are generally supportive of technology integration efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Technology integration efforts have changed classroom learning activities in a very positive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The use of technology has improved the quality of student work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. My teaching is more interactive when technology is integrated into the lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DEMOGRAPHIC INFORMATION

21. How would you rate your level of computer ability?
☐ Very Good ☐ Poor
☐ Good ☐ No Ability
☐ Moderate
22. Do you own a home computer? ☐ Yes ☐ No
 If yes, do you use your home computer to:
 Access instructional materials on the Internet? ☐ Yes ☐ No
 Prepare instructional materials? ☐ Yes ☐ No
23. In your classroom, how many computers are available for student use?
☐ 0 ☐ 4-5
☐ 1 ☐ 6 or more
☐ 2-3
24. How many years have you been teaching?
☐ Less than 1 year ☐ 11 - 15 years
☐ 1 - 5 years ☐ 16 or more years
☐ 5 - 10 years
25. What is your age group?
☐ 29 years or younger ☐ 50 - 59 years
☐ 30 - 39 years ☐ 60 years or older
☐ 40 - 49 years
26. What is your gender?
☐ Female ☐ Male
27. What grade level do you primarily teach?
☐ Early Childhood ☐ Middle/Jr. High
☐ Elementary ☐ High School
28. What is your current position at this school?
☐ Teacher ☐ Administrator
☐ Student Teacher ☐ Other
☐ Educational Support Staff (e.g., librarian, counselor)



TLCF Technology Coach Survey

Directions:

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Please fill in the requested information or check the appropriate response box for each item.

Your Gender? ☐ Male ☐ Female **Your Age?** ☐ Under 25 ☐ 25-35 ☐ 36-45 ☐ 46 -55 ☐ 56+

Your Experience?

Years of teaching experience prior to this coaching position: ☐ less than 5 ☐ 5-10 ☐ 11-20 ☐ 21+

Years of teaching experience with technology: ☐ less than 5 ☐ 5-10 ☐ 11-20 ☐ 21+

Primary content areas previously taught: ☐ Language Arts ☐ Math ☐ Science ☐ Social Studies ☐ Other

Primary grade level in which you taught: ☐ Elementary ☐ Middle ☐ High school

Your Current School?

School setting: ☐ Urban ☐ Small Town ☐ Rural

Number of teachers: ☐ 20 or less ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 50 or more

Grade levels (check all that apply): ☐ pre-K ☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Number of students: _____

Coach Selection? Please briefly describe how and why you were selected to be your school's Technology Coach:

How were you selected? _____

Why were you selected? _____

TLCF Goals

The TLCF program is structured on the following four goals.

- 1) All teachers will have the training and support they need to help students learn using computers and the information superhighway.
- 2) All teachers and students will have modern multimedia computers in their classroom.
- 3) Every classroom will be connected to the information superhighway.
- 4) Effective software and online learning resources will be an integral part of every school's curriculum.

Directions:

For each of the four Goals, please respond by filling in the requested information.

GOAL 1: All teachers will have the training and support they need to help students learn using computers and the information superhighway.

a. To what degree has your school has achieved Goal 1? Not Achieved ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

b. To what degree were **you** involved in achieving Goal 1? Not involved ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

c. List Key **Supporting** factors to achieving Goal 1

d. List Key **Barriers** to achieving Goal 1

GOAL 2: All teachers and students will have modern multimedia computers in their classroom.

a. To what degree has your school has achieved Goal 2? Not Achieved ☐ 1 Somewhat Achieved ☐ 3 Fully Achieved ☐ 5

b. To what degree were **you** involved in achieving Goal 2? Not involved ☐ 1 Somewhat Involved ☐ 3 Fully Involved ☐ 5

c. List Key **Supporting** factors to achieving Goal 2

d. List Key **Barriers** to achieving Goal 2

GOAL 3: Every classroom will be connected to the information superhighway.

a. To what degree has your school has achieved Goal 3? Not Achieved ☐ 1 Somewhat Achieved ☐ 3 Fully Achieved ☐ 5

b. To what degree were **you** involved in achieving Goal 3? Not involved ☐ 1 Somewhat Involved ☐ 3 Fully Involved ☐ 5

c. List Key **Supporting** factors to achieving Goal 3

d. List Key **Barriers** to achieving Goal 3

GOAL 4: Effective software and online learning resources will be an integral part of every school's curriculum.

a. To what degree has your school has achieved Goal 4? Not Achieved ☐ 1 Somewhat Achieved ☐ 3 Fully Achieved ☐ 5

b. To what degree were **you** involved in achieving Goal 4? Not involved ☐ 1 Somewhat Involved ☐ 3 Fully Involved ☐ 5

c. List Key **Supporting** factors to achieving Goal 4

d. List Key **Barriers** to achieving Goal 4

Technology Coach Responsibilities

	A) How frequently were you involved with each task.					B) Degree to which task supported technology integration efforts.				
	Not at all	Rarely	Occasionally	Frequently	Extensively	Not at all	Somewhat			Extensively
Directions: Please provide two ratings for each of the following items:										
5. Set up and load software on computers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6. Set up/ Maintain networks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Order Hardware/ Software	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. Trouble shoot classroom and/or lab computers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Design technology training sessions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. Assist teachers with computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Assist students with computer skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12. Assist administration with computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Assist school staff with computer skills	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
14. Assist parents with computer skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Coach teachers to use technology in their classrooms	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
16. Model technology integration lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Develop Technology Integration Lessons for Teachers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
18. Locate web-based Technology Integration materials for Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Review/recommend software to teachers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
20. Visit other schools to observe technology efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Invite exemplary teachers to provide workshops	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
22. Attend technology training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Attend Educational Conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
24. Provide motivation for technology integration efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Provide one-on-one tech training to teachers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
26. Provide small group tech training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Provide whole school/large group tech training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Directions: Please provide one ratings for each of the following items:					
	Not at all		Somewhat		Extensively
28. To what degree did your school administration support your technology coaching efforts?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
29. To what degree did your school administration support the overall technology integration efforts at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. To what degree did the number of teachers in your school negatively impact your ability to coach, support and provide training to all teachers?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
31. To what degree were teachers involved in selecting the types of training or making decisions regarding the overall technology integration efforts at your school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. To what degree did your schedule allow the time to routinely provide follow-up assistance to teachers after they participated in technology training?	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
33. To what degree did you have the time and/or expertise to design or select technology training sessions that met the specific needs of teachers teaching different grade levels and/or different subject areas?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Please indicate to what degree you, as Technology coach, were able to fulfill the responsibilities as described in the following statement: <i>“The Technology Coach is there in a supportive, coaching and training mode, and therefore cannot and should not be used in the capacity of Technology Support.”</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Source: TLCF Request for Proposals:					

Thank you for completing this survey!